DOCUMENT RESUME

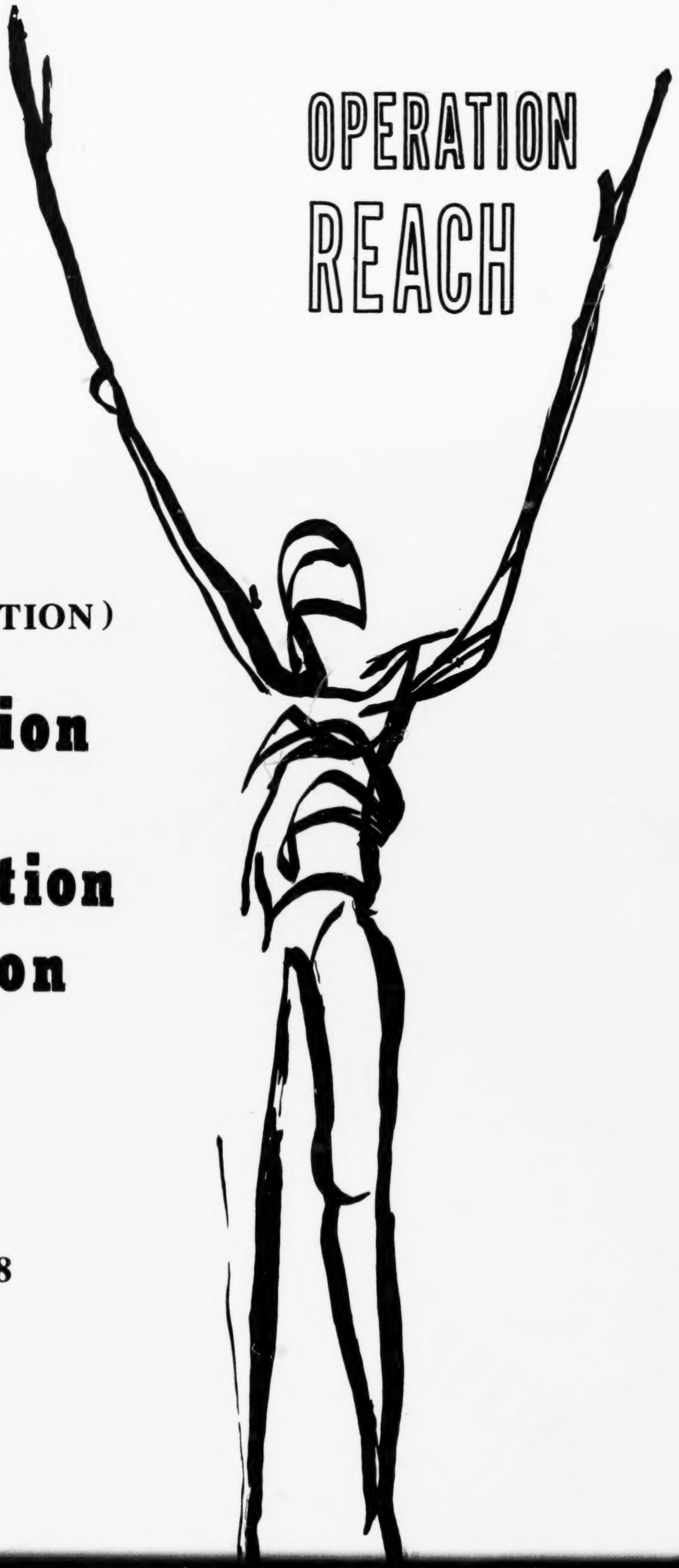
ED 031 733 CG 004 228

By-Botts, Robert E.
Orientation to Continuation Education. A REACH Operational Project.
Operation REACH, Riverside, Calif.
Pub Date Aug 68
Grant-OEG-4-7-672957-2728
Note-56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors-*Continuation Education, *Continuation Students, Dropouts, Low Achievers, *Low Motivation, Motivation, *Program Guides, Special Education, Student Motivation, *Teaching Guides

A continuation school is a guidance and counseling-oriented institution which concerns itself with the motivation of unmotivated students, while also providing a highly academic program for selected students. The study discussed here, focuses on two approaches being tried with students who cannot succeed in regular school programs: (1) the continuation school, which operates as a separate entity apart from the regular high school facility, and (2) continuation classes which operate as an adjunct to the comprehensive high school. Generally, both students, parents, and teachers favor the separateness of the continuation school over the classes within the high school, since smallness and flexibility are absolutely necessary for the success of the continuation program. The program discusses the student and his lack of motivations, possible techniques and methodologies to be tried, and specific instructional guides which may assist the individual teacher in working with her group. This revised edition of Operation Reach is intended only as a suggested guide to teachers in continuation education programs, and it is hoped they will elaborate and refine it to satisfy their own purposes. The research reported herein was funded under Title III, Elementary and Secondary Education Act. (Author/CJ)

ED0 31733

OPERATION REACH



(REVISED EDITION)

Orientation to Continuation Education

August 1968

CG004228

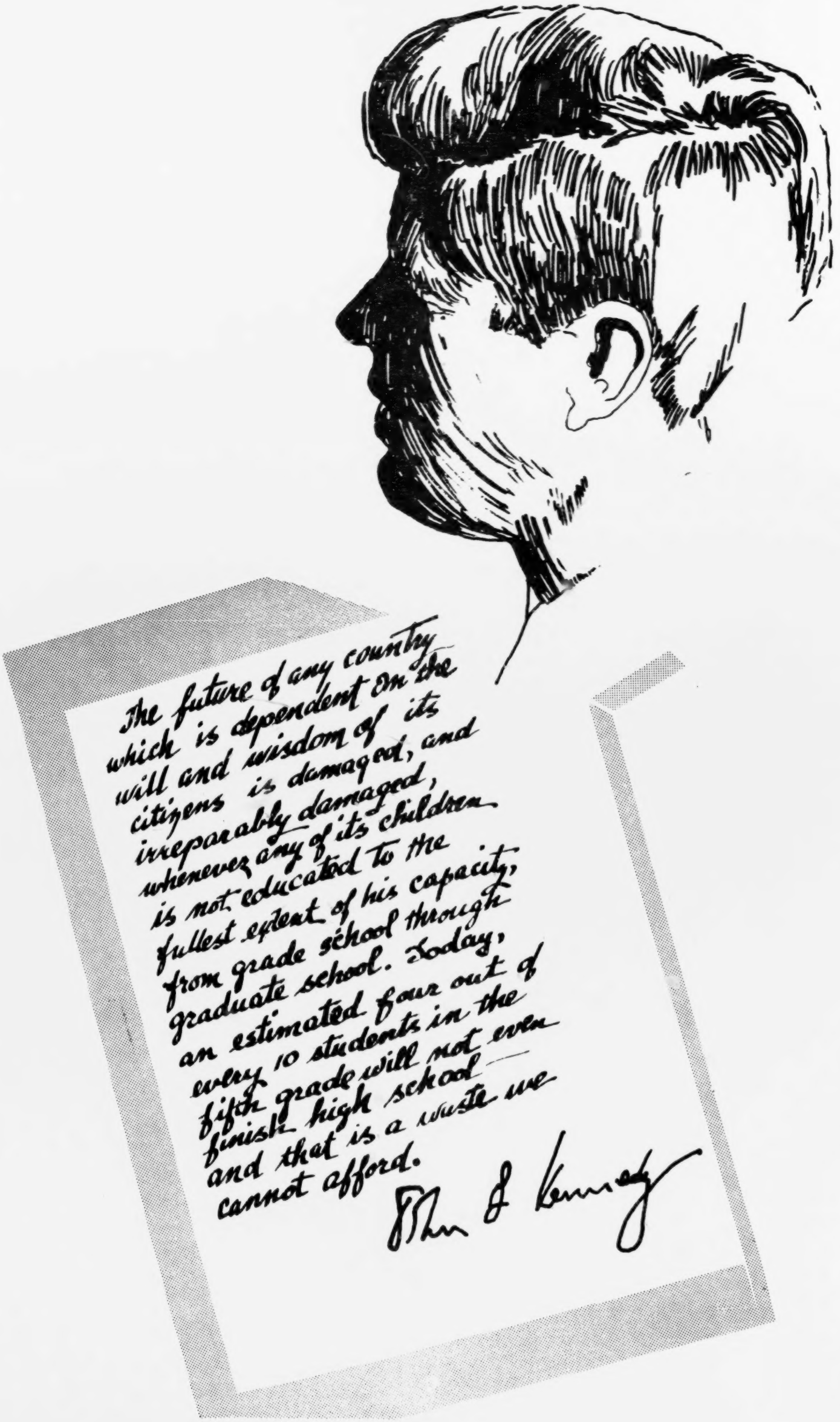
...handbook

for extending exemplary approaches to the education of continuation school students

A REACH Operational Project

SPEIR (Supporting Programs in Education through Inter-community Resources)

Offices of Imperial and Riverside Counties, Superintendents of Schools, State of California



The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every 10 students in the fifth grade will not even finish high school — and that is a waste we cannot afford.

John F. Kennedy

FOREWORD

Operation Reach published the handbook entitled Orientation to Continuation Education in 1967. The supply of 2,400 copies has been virtually depleted by a steady flow of requests.

Thoughtful and interested persons who read the handbook have constructively suggested that several sections need amplification. The most frequent suggestion was that the chapter on Methodology should specifically recommend one type of contract or instructional package and provide the reader with examples. The authors of the original handbook purposely described a "smorgasbord" of plans from which the reader could choose. Those who developed this supplement want to point out that one of the strengths of continuation education in California is that it is not inhabitated by regulation and structure. No one prescribes the only correct way to accomplish the goals of the program. If a highly structured program existed, continuation education would cease to have the flexibility needed to adjust to the needs of a variety of divergent youth and it could not provide an individualized program.

It is within the above framework that this supplement provides a suggested format for an instructional package. This format is simple and somewhat abbreviated when compared to other more or less highly publicized plans. Teachers in continuation programs who choose to use this format should elaborate and refine it to better satisfy their own purposes.

The supplement to Orientation to Continuation Education also includes a more refined statement of the philosophy and function of continuation education. A new chapter is included which describes the continuation student insofar as divergent youth can be commonly described. Also an amplified statement on motivation is provided.

Robert E. Botts
Chief Consultant
Operation REACH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OPERATION REACH
4341 Victoria Avenue
Riverside, California 92507
Phone 684-5110

Dear Educator:

This supplement to the original "Orientation to Continuation Education" handbook is made available through the ESEA Title III project Operation Reach (grant no. OEG-4-7-672957-2728). Operation Reach was a project designed to develop exemplary approaches to the education of continuation students.

Information contained in both handbooks was developed and disseminated for the use of continuation educators throughout the State of California primarily because at the inception of the project no material of this nature was available. It is hoped that this information will aid you in the establishment and development of a successful continuation education program in your district.

If I can be of further service to you, please feel free to contact my office.

Sincerely,

Robert E. Ehlers

Robert E. Ehlers
Project Director

ACKNOWLEDGEMENTS

The following persons contributed significantly to the writing of the original handbook Orientation to Continuation Education published by Operation Reach.

Teacher Consultants

Mr. Vahe Akashian
Mrs. Lois G. Bower
Mr. Carl D. Chandler
Mr. Don Dempsey
Mrs. Georgianna Galas
Mr. William Holston
Dr. Bruno J. Keith
Mr. B. Buck Levine
Mrs. Hope S. Rose
Mr. Ernest G. Williams
Mrs. Sadie V. Winans
Mr. Martin Young

Administrative Consultants

Mrs. Mary Barrus
Dr. James M. Preston

Chief Consultant, Operation REACH
Robert E. Botts

Director, Operation REACH
Robert E. Ehlers

This supplement to the original handbook was developed by:

Mr. Jan Horn, Psychologist	Lincoln High School Riverside, California
Mr. Robert E. Botts, Principal	Boyd and Reid Schools Long Beach, California
Mr. Robert E. Ehlers, Director	Operation REACH Riverside, California

Robert E. Ehlers
Director, Operation REACH

TABLE OF CONTENTS

CHAPTER I
PHILOSOPHY AND FUNCTION OF CONTINUATION EDUCATION

A. Philosophy of Continuation Education 1

B. Function and Nature of Continuation Education 4

C. Continuation Schools vs. Continuation Classes 6

CHAPTER II
THE CONTINUATION STUDENT

A. Introduction 8

B. Reading Problems and Academic Failure 8

C. Identification with Parents 9

D. Cultural Values and Mores 9

E. Emotional Disturbance (Hostility, Withdrawal, Delinquency, Hyperactivity, Immaturity) 10

CHAPTER III
MOTIVATION OF THE CONTINUATION STUDENT

A. Introduction 12

B. Motivation of the Continuation Student (Teacher-Pupil Relationships) 12

C. Motivation of the Continuation Student (Pupil-Subject Matter Relationships) 14

CHAPTER IV
INSTRUCTIONAL PACKAGES, CONTRACTS, AND METHODOLOGY IN THE CONTINUATION EDUCATION CLASSROOM

A. Instructional Goals for Continuation Education Students 17

B. Methodology of Individualized Instruction and the Instructional Package 18

C. Recommended Instructional Package or Contract Format 22

D. Other Formats for Individualized Instructional Packages 23

E. Suggested Group Activities 24

APPENDIX

I. LEVELS OF STUDENT RESPONSE FOR READING ASSIGNMENTS 26

II. SAMPLE INSTRUCTIONAL PACKAGES (CONTRACTS) 30

A. Individual Contract (Form) 31

B. An Orientation Contract (Who Am I) 32

C. American Literature (Poetry) 35

D. English (Television and News Broadcasts) 36

E. General Science (Skin Care) 37

F. Home Economics (Menu Planning) 38

G. Industrial Drawing (Scale Drawing, #12) 40

H. Senior Social Problems (Drug Abuse and Society) 41

I. U.S. History (Discovery of a New World) 43

CHAPTER I

PHILOSOPHY AND FUNCTION

of

CONTINUATION EDUCATION

A. PHILOSOPHY OF CONTINUATION EDUCATION

The philosophy of the continuation program can be expressed simply as follows: "Accept the student where he is and help him develop into a contributive citizen at the highest level possible within the limits of his ability and his personality." Continuation education is not selective in its student population. It is characterized by the wide range of ability of its students and it is unique in the diversity of the personal problems that are characteristic of many of the students. Many continuation students today have been dropouts or they are potential dropouts.

Continuation educators must see a worth in each individual and subscribe to the faith that within man there is an innate, ever present desire for growth or self-improvement. It is then the function of the educator to activate this latent, faint, or sometimes severely crippled drive for self-realization and make it fruitful for the individual. To hold another belief would make the educators work a baby-sitting, custodial-type existence which has little purpose or meaning. This belief in the self-actualization of man is the basis of democracy and without it education has little meaning beyond indoctrination.

Many programs for divergent youth have been planned and initiated. Some of the programs attempt to help only that portion of the total spectrum of divergent youth which have a more or less single divergent characteristic; example: ability, perceptual learning difficulties, hard-of-hearing, orally handicapped, etc. Some special programs are selective in that they set thresholds for admission which "assure success." Often the selective admission aspects of these programs are justified by economics----i.e., it is a waste of funds to risk failure. Continuation education is somewhat unique in its acceptance and willingness to try to help nearly all pupils referred, enrolled, or assigned to the program. This climate is communicated by the reaction of one 17 year old continuation student who wrote the following passage while doodling on scratch paper after entering a continuation school:

"I can't reed
I don't got no car
I like griles
I don't got any job
I don't go no mony
But I am 'livin'
I am goin stik it out and git my depluma"

Continuation school was a place where the above student felt accepted and thought someone wanted to help him. He indicates a feeling of futility followed by an inkling of a sense of self-actualization.

Continuation education in a sense completes the plurality of educational opportunity which is the necessary concomitant to the

idea of educating all American youth. Continuation education strives to become an acceptable alternate to the comprehensive high school for a portion of the high school population. It must be a valuable experience for the student "who is different" or for the student who is an individualist. It is a unique program which can adapt to the needs of a wide variety of students.

Many youth with divergent characteristics are served in special education programs such as those described above. Other youth who do not specifically fit the structured special education programs are not successful in regular high school programs because of the traditional college-oriented curriculum which devalues other offerings; the lock step, mass production, programming of students from kindergarten through 12th grade; the impersonal relationship which exists in large classes on a large campus; and because of educational goals which do not recognize or at best in practice discourage individuality. Continuation education serves these students in a program which is individualized in nature.

The individualized program in continuation education must be designed to help the student face his unique problems. It is hoped that he will overcome some of his deficiencies and that he will be able to function more normally. In order to justify its existence, continuation education must do a better job at accomplishing what other schools attempt or it must be different than the so-called regular programs and accomplish desirable goals by a different process. Other programs use techniques and methodology which are a statistical approach to the "typical student" whose personality could be identified by central positions under the humps of a long series of normal distribution curves each depicting a separate characteristic. The divergent or continuation student has many of these personality characteristic indices located far from the central position under the normal distribution curves. It is for this reason that the education program in the continuation school is different than in the "regular" program. It is hoped that the continuation student will overcome some of his divergent characteristics and be able to accept a "normal" role in life. Continuation programs, however, must also be realistic and recognize that the divergent student may never be able to adopt the role in life for which the regular program attempts to prepare students. Continuation schools may contribute much to the future happiness of a divergent youth if they can help him choose a life's work in which his personality can function satisfactorily.

A continuation school is a guidance and counseling-oriented institution as compared to the more subject-orientative function of the typical comprehensive high school. It must first be concerned with the motivation of students who have never been motivated and at the same time be able to provide a highly academic program for selected students.

Autonomy is a key word in the philosophic description of a continuation school. Responsible autonomy is a concomitant to any highly

individualized program. The student needs to make decisions for himself----to be productive or non-productive, to choose more freely what he will study, or what materials he will use to study a prescribed subject contract. The student holds the reins to the learning process. It must be recognized that learning will occur when he decides to learn. The teacher must have the professional autonomy to make decisions about the unique needs of students and the classroom activity which will fulfill these needs. The teacher must be free to experiment and be creative in order to establish a truly individualized instructional program.

Goals of the continuation school must be concrete and attainable. They must be developed and supported by the staff who implements them. Goals for most continuation students must be short term, concrete, and attainable.

There is little legal structure at the state level regarding continuation education. This is especially true in terms of educational techniques or methods. The purpose of continuation education and selected other passages from the education code are listed below:

5950: "---continuation education schools and classes shall be established and maintained in order to meet the special educational needs of pupils to provide: (1) an opportunity for the completion of the required academic courses of instruction to graduate from high school, (2) a program of individualized instruction that may emphasize occupational orientation or a work-study schedule which follows the intent and purposes of Sections 5955, 5956, and 7753 of this code, or (3) a specially designed program of individualized instruction and intensive guidance services to meet the special needs of pupils with behavior or severe attendance problems, or (4) a flexible program combining the features in (1), (2), and (3)."

5955: "Such classes shall provide suitable instruction for the various individuals for whose benefit they are established."

7753: "The course for continuation high schools shall be designed to fit the needs of minors who attend continuation classes."

Goals which reinforce Education Code Section 5950 might be as follows:

(a) Motivate the continuation student to achieve at a higher level in many areas of school life than he has in the past.

(b) Train the continuation student to accept the role of a learner.

(c) Develop intellectual skills such as the ability to conceptualize, read, reason, organize, etc.

No set of goals, however, will work as well as those developed by

the staff in the local school, for that school, and for which each staff member subscribes. This is also a concomitant to the autonomy which is so much a part of the successful continuation program.

Divergent students need to be guided into meaningful relationships with adults in the community as well as within the school. Work experience programs, big brother programs, and programs coordinated with community agencies should be organized or supported by the continuation school.

The future of continuation education is the subject of no little philosophical speculation among continuation educators. Many feel that it now points the way for education in general. Proponents of this idea feel that the individualized and personal approach in continuation education is the only defensible technique. Others feel that continuation education exemplifies a different type of education for the divergent student and that this type education would not be successful for the total group of youth as the traditional or statistical approach has not been successful for divergent youth. Still others see continuation education as the frontier development of a new educational institution for one fifth to one half of the school population which would become equal in status but very different than the comprehensive school. Such an institution would be individualized, highly flexible, much less structured in subject content, and have an open enrollment in which students would choose the continuation school or the comprehensive high school. This continuation high school would probably integrate high school students with adults and evolve a curriculum which often cuts traditional subject discipline.

In any case, continuation education is a necessary adjunct to the total educational offering in the school district which is honestly committed to the position that all American youth must have an education.

B. FUNCTION AND NATURE OF CONTINUATION EDUCATION

Continuation education was first organized in California in 1919 to permit flexible school programs for working students. In 1929 it became its function to take students for a minimum of 180 minutes per day who were not enrolled in other schools and not employed. This change identified the adjustment function which has grown until now the law requires nearly every school district within California to provide an adjustment type continuation program.

Continuation programs serve students who are often referred to as divergent youth. By divergent youth is meant those who have one or more characteristics of personality which are at the extremes of a normal distribution curve. Individual continuation students might have a number of divergent characteristics. Example: ability, weight, social skills, motivation, appearance, reading achievement, etc.

The continuation school must be small, have small individual classes and exemplify an atmosphere of sincere friendliness which communicates a "we want to help you" atmosphere. It attempts to work on an adult-to-adult basis as far as possible. Students are given, whenever possible, opportunities to make choices.

Because the school is small, it can function with a minimum of rules and regulations and it can provide a maximum of individual attention and informal sincere help for the continuation student.

Pressure is reduced or eliminated and students are provided with opportunities for success. Recognition for a job well done is invoked whenever justified. Students who have never been successful in large schools often become motivated to do a quantity of school work for the first time.

Continuation personnel must be authentic and open with students. These students are often suspicious of adult authority and the continuation staff member who is a "phoney" is easily detected by these sensitive students.

The continuation school must have a staff characterized by mature judgment, missionary spirit, and a warm, friendly attitude toward students with problems. A continuation staff must be capable of exercising the professional discretion that must be used within the continuation school to execute a really individualized program of instruction.

The continuation school should be flexible and able to adapt to the unique needs of each of its students to a greater degree than is possible in a large high school. Because of the uniqueness of each continuation student, a highly individualized instructional program is necessary. A single type program for all continuation students may meet the needs of a few but it will no more meet the needs of all continuation students than the more or less common curriculum that is presented to all students in a large high school.

The instructional program is often, as a corollary to being individualized, remedial in nature, permits students to work at own rate, is at the ability level of the individual student, is often ungraded or multi-graded, and is adaptable to an irregular attendance pattern.

Emphasis is placed on vocational orientation and work experience opportunities are provided. Short term vocational training is provided whenever possible.

Teacher relationships are characterized in contrast to that of the comprehensive high school as follows: more friendly, more open and authentic, more counseling oriented, closer parent-school contacts, and a general attitude of acceptance of divergent students.

C. CONTINUATION SCHOOLS VS. CONTINUATION CLASSES

The continuation school consists of a number of teachers, classrooms, principal, other supporting staff members and its own campus usually completely separated from any other school. The school functions in many ways similar to an ordinary high school but on a much smaller scale. It offers the variety of subjects needed for high school graduation and it strives to develop courses that provide the students with the training they need for the future.

The continuation class on the other hand is located on the campus of the comprehensive high school and provides one or two self-contained classrooms for students not permitted in the regular program. These classrooms may be physically separated from the regular classes but still on the same property. The classes may meet during school time or after school.

While it is difficult to judge which system works better because there are too many variables to contend with, there have been two research projects conducted that compare the effectiveness of the two programs. In the final analysis, however, the two main conditions for success in either approach depend upon the quality of the staff actually doing the job and the acceptance of the program by the school district and community.

The first study completed in July 1967 was conducted by Stephen W. Brown and the second study by Bobby R. Hopkins was completed in July 1968. Both use empirical data to compare the merits of the two approaches to continuation education and were financed by funds from Operation Reach. The following is a summary of the more significant findings of the two studies. Both projects were conducted by independent researchers brought in especially for the project. The two studies are being combined here to make it easier to read. This can be done since both studies, although done at different times and with different researchers, tend to arrive at the same conclusions.

How students view the two approaches:

Continuation school (CS) students had a more positive attitude toward their program than did the students from the continuation class (CC).

CC students had more complaints whereas CS students tended to be more pleased with their school. The CS students felt they were doing better in school than did the CC students and felt they were being helped more. The CS seemed to improve the students attitudes and self-image especially as it pertained to perceived educational progress.

How parents view the two approaches:

In general, parents associated with CS tended to approve of the pro-

gram while parents associated with CC tended to dislike their programs. Although parents in both groups tended to see improvements in their children since they entered a continuation program, this tendency was greater for parents with children in the CS program. The parents from both programs felt some of the advantages of the program were: small classes; keep students in school and out of trouble; increased guidance and opportunity for students to hold jobs. The parents felt the following as being disadvantages of both programs: not enough hours in school; not enough is taught; bad environment; not strict enough. Both groups tended to favor the concept of continuation education.

How teachers and administrators view the two approaches:

All agreed that CS should not be on the same campus as a comprehensive high school. They were also overwhelmingly in favor of CS to CC. CS teachers tended to rate their students higher than did CC teachers although CC teachers felt their students made more progress than did CS teachers.

In addition to the above research findings, there are often administrative and financial advantages to providing a continuation program in a separate high school. State support is usually greater for the separate continuation high school than for continuation classes. Attendance accounting provides an advantage for the separate continuation high school. Students are much easier dealt with on an individual and positive basis when they are in a small school setting. Continuation students in continuation classes on the other hand must be held to the same standards of campus behavior as the other students on the large campus.

CHAPTER II

THE CONTINUATION STUDENT

A. INTRODUCTION

The psychological makeup of a continuation student is essentially no different than any other student. Like the student quoted on page 2, he is living. He has intelligence, feelings, past experience and future expectations. He is aware of his surroundings and strives to cope with his environment with the same tools available to any young person. He is often less effective in meeting the problems in his environment than his more successful peer. To label him a continuation student does not in itself make him any different as a person.

To put it in its simplest form the continuation school serves those students who don't fit into the system. It serves those who are too abrasive, too embarrassing, too late (new entrants) and too hard to teach. To be more specific the continuation school serves those students who are serious underachievers, frequently absent and poorly motivated to improve themselves. Some districts include pregnant girls and those who move into the district after the semester is well underway. Students who have been suspended from regular school attendance due to repeated smoking or drug use on campus sometimes find themselves at continuation school. The overly aggressive student who finds the comprehensive high school too much to tolerate is also placed in continuation school where there is more intimate supervision, smaller classes and a shortened school day.

Since our focus in this section is on the student, we will discuss some major characteristics of the students that come to continuation schools. They can also be found in students from comprehensive high schools. Hopefully, communication will be fostered between the comprehensive and continuation high schools so that good techniques, wherever they are found, can be used to the benefit of all students.

The behavior that is seen in many continuation schools represents the advanced stages of faulty ways of coping with the demands of life that have their roots in the family, school and community. It does little good to place the blame for current behavior on past events but understanding past experiences can often indicate profitable avenues of approach. By viewing the present with an unprejudiced eye we can see weaknesses in family structure and weaknesses in early educational experiences which were, at the time, too subtle to be noticed. Therefore, much of what is done in the continuation school should have been accomplished at an earlier stage but wasn't. Unresolved and faulty ways of dealing with the environment become more resistent to change as habit strength is built up, but despite this people sometimes show an incredible capacity for change if the conditions are right.

B. READING PROBLEMS AND ACADEMIC FAILURE

Many students attending continuation schools have a long history of

academic failure despite average or better intellectual ability. Often the causes for it lie in retarded reading development. Poor reading usually has strong emotional overtones and is very resistent to improvement unless an intensive one-to-one reading program is instituted. When reading falters, writing follows close behind which then poses a serious communications gap. Since reading in the early grades is a major determinant of self esteem and peer group status, the retarded reader usually has serious doubts about his intellectual abilities and consequently becomes very unsure of himself. At the high school level these feelings become hidden behind a facade of defensive behaviors in order to protect against humiliation, failure and exposure as a "mental retard." Students are sometimes so convinced they are "dumb" that even showing them their average or better performance on I.Q. tests will not alter their beliefs.

C. IDENTIFICATION WITH PARENTS

There are other students with adequate reading and writing skills who also have a history of failure in school. Often the cause of failure lies not in the school but in the home environment. It is very difficult to concentrate in school if you feel all torn up inside. The problems are too numerous to mention but all result in lack of satisfactory achievement. On occasion the teacher adds to the problem by demanding rigid conformity at a time when he needs someone to befriend him. When the student gets caught in the middle, his academic work is the first to suffer. Classroom productivity is often a good barometer of the inner condition of the student. Quite often a sharp decline in a student's work will coincide with the death or divorce of a parent or a developing feeling that the student is being rejected by a parent. In this instance the school can do very little to improve the situation. High school students who seem to be "drifting" about often have no adequate parent of the same sex to hold onto and give them guidance. The importance of a parent with whom the student can identify is often underestimated by school personnel.

D. CULTURAL VALUES AND MORES

Another factor that contributes greatly to eventual placement in continuation school is the social milieu or sub-culture the student lives in. If the mores of the neighborhood are very different than those of the school, the student finds himself torn between being accepted by his friends or by his school. He often chooses the former. Many students with good ability and satisfactory early school experiences will go off the deep end when they reach high school primarily due to this conflict between school and social milieu. Often the student that goes this route has a weak self-concept and finds it easier to identify with his peers than with his own standards or the standards of his parents. Counseling this student is difficult because he trusts the opinions and attitudes of his friends more than the school person although he may be very willing to have you be his friend. In this case we

can say "we like you but we don't like what you are doing." Close work with parents and group workers in the community has been found effective when all are using the same approach and saying essentially the same thing. For the school to counsel in isolation from the home and community will yield few results.

E. EMOTIONAL DISTURBANCE

The hardest group of students to work with are the ones described as hostile, withdrawn, delinquent, hyperactive and immature. Although they comprise only a small percentage of the typical class, they are very obvious to all around them and take up most of the teachers attention even though they do the least work. They often require intensive therapy but either can't afford it or won't cooperate so they don't get it. They are the ones who are rejected by the comprehensive high school and they are assigned to the continuation school. What happens then depends largely on the talents and tolerance of the faculty. Usually very little is done to modify the inappropriate behavior for the simple reason that treatment techniques for dealing with these students are still in the development stage. Personality characteristics of the therapist whether he be teacher, counselor or psychiatrist seem to be just as important as the specific techniques used in treatment. Even though the prognosis may seem poor at times there is no need for despair even though the continuation staff member may lose patience once in awhile.

In dealing with these students it should be remembered that "life is a do-it-yourself job." In the final analysis it is the student who decides what road he takes. He is in the driver's seat. The most we can offer is assistance on a voluntary basis. If we try to protect him from himself and the demands of life we further confuse him as to being responsible for his own actions.

We should strive to make as good impression as we can on him so he will be attracted to our strength, confidence and friendliness. Be sensitive to an approach that might bear fruit.

Be aware that most if not all students are keenly aware of your attitude toward them. Since they have been rejected repeatedly and frequently goad a teacher into rejecting them, they are highly impressed by someone who does not reject them outright.

Don't ever expect to get adequate feedback in terms of acknowledgment of your good intentions and effort. It will hardly ever come. Rather keep a consistent approach of acceptance but also maintain a comfortable (for the teacher) level of standards which the student is expected to adhere to. The safety, rights of the group must have priority over the individual.

Students with these problems often have a very poor self-image and consider every failure a threat to their total being. It took a student one month of continuous encouragement to begin a ping-pong

game with his teacher. Within two months the student was well on the way to more adequate functioning in the classroom.

Help for a student with severe problems can be provided in the classroom much better than in a therapy room divorced from the mainstream of life's demands. However, it is often not possible to provide this help due to overcrowded and overworked conditions.

The main factor to remember is that the student down deep inside wants to improve, be accepted and be successful in his own eyes. That is the way most human beings are made. Due to repeated failure and a prejudiced attitude towards adults, these basic drives are often repressed to the point of extinction. We can never tell when a student gives up trying to succeed so we must assume that as long as he comes to school there is still the possibility of helping him.

When attempting to reach out to a student, don't expect him to relate well to more than one teacher, but make the total approach a team effort. Everyone, including parents and community workers, school psychologist, principal and counselor must have a stake in the effort for it to succeed. It is too easy for one teacher working by himself to get discouraged and give up. If efforts are made to help a student, there should be a joint decision made to stick it out through thick and thin until the student clearly shuts the door.

If the going gets rough it may be a sign that he is beginning to see that someone is interested. He may then want to prove to himself that this teacher is just as bad as the rest. If the teacher falters, the student has proved his point.

Remember the student is functioning at the level (inadequate as it may be) that he feels most secure with. To move him to a more demanding and mature level will elicit a wave of panic since he is so convinced he can't succeed at any higher level of behavior.

When functioning at this next stage, he will be looking for continued support and encouragement. Don't let him down. The teacher's confidence in him has to be constant and unshakable. He is treadingover a failure-strewn path remember.

If the foregoing sounds time consuming and difficult; remember it is much easier to teach facts than feelings. But it is next to impossible to teach facts if feelings get in the way and block the learning process.

CHAPTER III

MOTIVATION OF THE CONTINUATION STUDENT

A. INTRODUCTION

The motivation of students is an extremely important aspect of the continuation school. The school's role should be to help students with various backgrounds develop their full potentials, influence the will to learn, and to encourage the students to "step forth and reach out toward new vistas of achievement" by providing an enriched and exciting educational program.

B. MOTIVATION OF THE CONTINUATION STUDENT (TEACHER-PUPIL RELATIONSHIPS)

1. Be a good listener; don't be too talkative. Don't commit yourself too quickly. Never act on impulse. Make only those promises on which you think you can deliver. Let student express his own ideas. You don't have to agree with them but it helps him to talk about them.

2. Handle student discipline in private. Don't back him into a corner. Allow the student a choice and try to preserve the prestige and self-esteem of the student.

3. Use a friendly approach. Meet students at the door and address them by name. Have a good sense of humor. A smile usually helps to alleviate a tense situation.

4. Know as much about the student as necessary. Sit and chat with a new student. Discuss his subject background, his interests and hopes, and capitalize on his interests. Better rapport and better student progress can result. Be aware of health and other problems which might influence student behavior, e.g., alcoholic parent, illegal working hours, poor home situation, pregnancy, addiction or habituation to drugs, alcohol or narcotics. Use the cumulative record.

5. Be flexible in assignments. Give him a choice of books or a choice as to where or in what phase of subject matter he will begin. Vary your assignments to fit the students.

6. Give him a chance to have almost immediate success. Remember, one of the reasons he is here is because of previous failure. Praise him for effort and successful achievement. Such successes will be enhanced by relating activities to personal success.

7. Always remember that you are dealing with an individual--one who has many problems that he has not solved. Recognize him and treat him as a worthwhile individual. Accept the student where he is and as he is and work from there.

8. Treat your students like adults and they are more apt to react like adults. Act toward them as politely as you want them to act toward you. Say "please", "pardon me", "thank you", etc.

Act as if you respect your student as an adult human being even when you are showing disapproval of his behavior. Don't subject him to undue indignities. Give him the privilege of sitting where he wishes unless this would create an untenable situation. Trust him.

9. If you are provoked, don't show it. Many of these students try continuously to make you lose your temper. Don't react too quickly if a student's behavior appears insulting. Take a little time to think of a proper course of action; be as sure as you can that it is the proper course and then carry through on your decision even if you have to send for assistance. Once a student has caused you to lose your temper, he has achieved his objective. It is best to be selective in what you hear. Avoid taking students actions and comments as a personal affront.

10. Don't be afraid to admit an error. Every practicing teacher is occasionally wrong in something he says, something he does, or something he fails to do. If the teacher can recognize his error and admit it, he will gain more respect and cooperation from the class than if he attempts to cover it up. The admission of error may actually make the student feel closer to the teacher. Be willing to apologize if this is appropriate.

11. Start class on time. Unless you show you have a planned program, your students will quickly take advantage of the situation and carry on a "program" of their own. Except for the first few times, do not call the roll. This gives the students an opportunity to clown. It may be advisable to start class the moment the bell rings whether all your students are there or not. This may make them hurry just a little to get to class on time.

12. Fold exam papers with the grade inside when returning them. In criticizing a student's paper, start by commenting on the parts which are well done and then point out the parts needing change.

13. Be consistent. If you wish to relax a rule in a particular case, add a requirement or condition so the student will have to earn or "pay for" the leniency.

14. Be sure everyone in class knows the classroom routine. Don't be afraid to repeat, and repeat again, such instructions. Since continuation students are constantly coming and going, the teacher will find many times during the semester that these instructions have not been heard by some persons of the class.

15. One of the most difficult parts of the continuation teacher's job is that of coping with the lack of respect with which he may be treated by his students. Teachers must learn to live with this situation and attempt to bring about a change in the students attitude. It is the teacher's first job, therefore, to establish some kind of understanding and rapport between himself and his students which will make teaching

possible and fruitful. Standards must be clearly stated and maintained as nearly as possible.

16. Make goals attainable. Do not expect too much. Many continuation students are no more capable of doing things with their hands than they are of learning English and math. It is more important that the student derive some pride and sense of achievement from his work than the object he produces.

17. Make your classroom attractive and invite students to help.

18. Have all necessary materials available in the classroom.

19. Vary methods of teaching. Use the game approach as one of a variety of techniques or methods. Stimulate interest in subject matter by reading short passages to the student or students. Provide meaningful activities for the non-reader. Allow the use of the team approach (by two or more students).

20. Remember that the student is always more important than your subject. Get off the subject now and then. You might even allow the student to sit and observe once in awhile. He may need a moratorium from you or the school in general.

C. MOTIVATION OF CONTINUATION STUDENTS (PUPIL-SUBJECT MATTER RELATIONSHIPS

The teacher should provide a way for the student to justify the content of the subject material which is given to the student in terms of his recognized needs. Do not expect a student to study that for which he does not see a need.

Educational conditions involved in the resolution of the student-subject matter confrontation.

1. Help the student establish why he is in the classroom (help him establish a goal for himself).

   a. To earn credits for graduation

   b. To learn specific skills necessary for future accomplishments

   c. To satisfy the state attendance law

The teacher will expect a different level of productivity from the student striving for graduation than from the student content to have a pleasant place to come and meet his friends. When the student cannot tolerate studying at even the simplest level he is none the less keenly aware of his acceptance or rejection by the teacher and may be simply testing the teacher for acceptance as a human being prior to submitting to the more formal teacher-pupil relationship.

2. Establish his level of reading and writing competency if the subject requires reading and writing skills. This may be done by a simple achievement test or by presenting a sample of work from two or three levels of difficulty. A joint teacher-student decision can then be reached as to what is to be studied. If the student is handicapped in reading and/or writing, alternate means of communication will have to be used. The student who says he won't read is often the one who fears he can't read.

3. Try to adjust the subject matter so as to maximize its relevance to his needs. Relevant conditions can exist on a number of levels and although desirable to the learning process may not always be present in the classroom.

   a. Highly relevant material is useful to the individual's more important needs and offers him immediate gratification. At this level he is ego involved and excited about learning.

   b. A somewhat more abstract degree of relevance involves studying material for future use, i.e., a test or for graduation credit. Students vary greatly in their capacity for delayed gratification. A well formed ego is needed for the projection of the self into the future.

   c. Relevance may stem from a desire to please someone else. At this level the student will work hard because a good relationship exists between teacher and pupil. At this level the relationship resembles more a parent-child relationship than a teacher-pupil relationship. The continuation student is often at this level of development having a hazy conception of why he does what he does. To insist that he work with some well defined goal in mind is often asking too much.

   d. Work is also done because of social expectation rather than personal commitment. Some pupils study because they are in school and everyone else is studying. At this level daydreaming is frequent and real learning minimal.

4. Try to determine his dependent vs. independent level of study habits. If he needs spoon feeding, asking him to study on his own will prove fruitless. Often after a basic foundation has been laid, the student may be expected to grow more independent as he becomes more self-confident. Everyone desires self-assurance and independence. Some achieve it. The initial stages can't be rushed however. An initial period of intensive help by the teacher may be necessary to work through an accumulation of fears and insecurity built up by years of failure and humiliation.

5. As the student begins to work and the threat of failure increases, expect sporadic signs of frustration, rebellion, disgust, resentment and a testing of the teacher-pupil relation-

ship since his success or failure in a particular subject often represents his success or failure as a person. The ego is particularly vulnerable to failure in school since school achievement is one of the few responsibilities the young person has while growing up.

Psychological conditions involved in the confrontation of the student with the subject matter.

1. He may be too caught up with his own prejudices, fears and defenses to see his own needs clearly. His self-concept may be too ill defined for him to establish what are suitable goals. Therefore, the teacher has to gently lead the student toward a reasonable goal while giving the student opportunity for self-directed activity.

2. What might be seen as a need to study by the student may also be seen as a threat to his integrity and/or safety and therefore may elicit a refusal to do the very thing he wants to do the most. His underlying fear of being mentally retarded because he has difficulty reading or his reluctance to "trust" another adult after repeated adult rejection are difficult feelings to overcome. While working through the resolution of his ambivalent feelings about himself and studying, he may go into a "parking orbit" and do nothing for a week or a month or two. This transitional period may be used by the teacher to firm up the relationship rather than harass the student into a more defensive position. Inner decisions are often made without any outward manifestation of the change until a later time.

3. Learning is a do-it-yourself job and cannot be accomplished without a process of voluntary internalization and subsequent communication of the subject matter. You can lead a horse to water, etc..While teachers have the authority to demand work from the student, they find more long term success when a positive helping relationship has been established.

CHAPTER IV

INSTRUCTIONAL PACKAGES, CONTRACTS AND METHODOLOGY IN THE CONTINUATION EDUCATION CLASSROOM

A. INSTRUCTIONAL GOALS FOR CONTINUATION EDUCATION STUDENTS*

Generally, students respond to the task at hand with much greater vigor and purpose when there is a recognized goal to which they are committed. There is a significant difference in the pleasure involved in working on a goal organized program as compared to the drudgery relative to a task which is only "busy work."

Many divergent youth, especially those in continuation schools are not goal oriented. They have neither purpose in life or purpose in the task at hand. Many have personal problems which are so intense that to think in the future five years, one year, one month, one week, or even tomorrow is irrelevant. They seem to live only in the moment. Often these students respond almost no better to a goal-oriented or problem-centered task than to "busy work."

Frequently, however, the student described above will respond so positively to the teacher's interest in him and the teacher's sense of value for him that he will do a multitude of meaningless tasks to maintain the new relationship which he has found (see Chapter II on Motivation). This places a great responsibility on the teacher to provide class activities which not only offer an avenue for developing a feeling of self-esteem within the student, but also promote learnings which are worthwhile to the student now and in later years, even if he has little concern for the future at the moment.

It would seem that one of the objects of the continuation program should be to help students find meaning in what they do and to find meaning in the social environment in which they live. To be sure, goals for those students would need to be short-term, tangible, and attainable.

When a new student arrives in the class, he and the teacher might well discuss a goal for him while he is enrolled in the class. (Examples: improving reading, improving attendance, developing better study habits, etc.) When the student identifies with the goal and it is a valid one, he and the teacher should keep it continually in the forefront and communicate about it often. EACH INSTRUCTIONAL PACKAGE OR LESSON SHOULD COMMUNICATE A GOAL OR PURPOSE FOR THE STUDENT. Sometimes a goal written for an instructional package before the student entered the picture will simply define a purpose which he can understand. Ideally, if the student were goal oriented, he would be more committed to the activity if he had helped develop the the goal himself. Time is not available to do this for each student in each study period even in small classes. The plan implied above is therefore a practical compromise. VOCATIONAL ORIENTATION IN ALL SUBJECTS IS A VITAL PART OF ORIENTING STUDENTS TOWARD GOAL-CENTERED ACTIVITY.

*Adapted from the following: Long Beach Unified School District. SPECIAL GUIDANCE AND INDEPENDENT STUDY-AN OPPORTUNITY PROGRAM. Revised edition, Long Beach, 1968.

B. METHODOLOGY OF INDIVIDUALIZED INSTRUCTION AND THE INSTRUCTIONAL PACKAGE*

Divergent youth must be treated on an individual basis to a much greater degree than the typical students who succeed in the "regular programs." Divergent youth do not fit the personality pattern of the "mean group", that group which is successfully educated through a "mass production" or statistical approach designed to meet the common needs of the large groups that "fit" under the humps of normal distribution curves.

Divergent students are those who have a cluster of several personal characteristics, which are near the extremes of normal distribution curves. School programs organized in the common, traditional, or statistical sense often are not meaningful to these students. They must be motivated individually, and the method of instruction therefore needs to be different.

Thus, the student's individual interests must often be the basis for engaging him in initial learning activities. His needs may be different from those of the "mean group." It is recognized that he may well never be able to adopt the role in life for which the regular program attempts to prepare students. Rehabilitation of the student to normal social relationships and his return to the regular school could be a worthy goal of the program, but the teacher must also be careful not to set goals beyond his reach. The teacher may contribute much to the future happiness of a divergent student if he can help the student to choose realistically a life's work in which his personality can function satisfactorily. The student who is different may lack a sense of personal worth, which must be developed. These problems in themselves justify a highly individualized program.

The individualized program, however, is also warranted in view of the learning problems of divergent youth. Ideally, each lesson should be custom-made with each student each day. This 100 percent individualized instruction is not practical even for classes as small as fifteen. A compromise between the mass production or "lock-step" approach and the 100 percent individualized approach is the use of instructional packages (sometimes called contracts, individual lesson plans, study outlines, etc.). In one sense, these packages are a simple approach to independent study, and in another, they are somewhat like programmed instruction. These instructional packages or contracts are limited only by the creativeness of the teacher. Even those which are inadequately designed do two things for the student: first, students in the room can work independently with different materials at their own rate and without excessive pressure to "keep up"; and second, competition as a result of comparisons between students is eliminated.

*Adapted from the following: Long Beach Unified School District. SPECIAL GUIDANCE AND INDEPENDENT STUDY-AN OPPORTUNITY PROGRAM. Revised edition, Long Beach, 1968.

Instructional packages which are carefully designed will help the student in many ways achieve the goals toward which he and his teacher aspire.

Continuation students then need instruction which is more individualized and more flexible than is possible in the regular program. Instructional packages when used should be designed so that they are self-contained, i.e., they should include the purpose of the lesson, instructions to the student, and activities which he will pursue individually. These guides, assignments, or individual lesson plans should be of such nature that they take about five study periods to finish. (Ideally, the length of time would be only for one study period. This is in keeping with the idea of very-short-term goals; however, the logistics of distributing and handling fifteen different instructional packages each study period make this method impractical.) The design of the package should be such that it can be useful for a large portion of the students who will pursue the given subject or topic at various times during the year.

Group activity is desirable when there are topics which are relevant to the total group. Class activity involving subject content is not practical, since at any given moment students are at different places in their progression through the content or they are each working in areas individually diagnosed as areas of need, or since several grade levels are being taught in the room. Group activity must then be centered around something other than subject content in the individualized study program.

The criteria below will help the teacher to better design instructional packages for students to work in individually and independently.

These instructional packages are designed so that the student can obtain each package in sequential order from a file or from a teacher-aide and initiate activity with the self-contained package without action by the teacher. Teacher involvement at the beginning of each contract would be better and certainly is essential as the student progresses through the content of the package, but the contract is constructed so that each student need not be individually "started" by the teacher each class period or each time he finishes a block of work. It should be kept in mind that students need a change of pace and a variety of activities.

It is probable that a few students must have a completely individualized learning activity, and for these students the instructional packages prepared ahead of time will not be useful. This will always be true for the non-readers. A sample form for a completely individualized contract for the student who can read is shown in Appendix II. This contract can be developed with the student at the appropriate moment.

The instructional package, when carefully designed and administered should:

1. Be in keeping with goals and purposes established for the school or class, as well as education code section 5950.

2. Reduce or eliminate comparisons among students and eliminate competition for the student with a repeating failure pattern.

3. Accommodate individual differences such as ability, maturity, interests, culture, attention span, motivation, etc.

4. Enable the student who has been unsuccessful in school to experience success in relatively short time. The individual instructional package should be short--perhaps five study periods in length or less, if practical.

5. Be designed so that the reading content is available at several reading levels and at different levels of student response in reading. (Appendix I)

6. Enable students to enter class on any day and start purposeful work.

7. Provide an opening statement giving a purpose of the instructional package in order to help the student see a goal beyond questions to be answered. This will need to be reinforced with student-teacher interaction.

8. Be attractive and in a format consistent with other instructional packages in order to establish a routine in the class.

9. Provide for the use of several instructional media whenever available (films, tapes, filmstrips, t.v., etc.).

10. Have content which is relevant and meaningful to the student now! If this is not the case, it should at least be such that the student understands that the content has a purpose which he can understand even though he does not relate it to himself.

11. Provide alternate study plans and projects to enable students to make choices.

12. Be open-end to provide enrichment for the more motivated or capable student. Suggestions: identifying community activities and communications media where related material is available (t.v., magazines, etc.), in-depth study, oral small-group interaction, library or reference reading, etc.

13. Provide activities for the non-reader to enable him to learn, even though he cannot learn efficiently.

SAMPLE INSTRUCTIONAL PACKAGES ARE SHOWN IN APPENDIX II.

It is extremely important that the teacher know as much about each enrollee as possible. Such information should be available from

the counseling office, previous teachers, and the school administration. When the pupil first enters the class, the teacher should ask the pupil to sit down and chat with him for a short time. Encourage the pupil to talk by asking simple questions. Ask the pupil what name he wants the teacher to use and then always call him by that name. Try, in an unobtrusive manner, to get his point of view, his likes and dislikes, his hopes and fears; let him speak his mind. Do not debate with him; just listen to him. It would be useful to know if the pupil has any idea as to why he has had problems in school. It is highly desirable that rapport be established between the pupil and teacher as soon as possible. Try to get the student to establish a goal for himself.

Tell him about the class and its advantages, describing the indivualized method of instruction. Emphasize the fact that he will not be competing with fellow class members, but he will be trying to meet the goals set by him and the teacher. Discuss the rules of the classroom and explain the method of operation. It is well that the pupil knows that his return to the regular program will be determined by his adjustment and progress.

Often the pupil in a continuation program has had a lack of success in the regular school program and needs the attention that can be provided through a one-to-one relationship with the adult figure. Methods of presenting content on an individual basis should include:

1. Teacher diagnosis of the level of pupil skills

   Knowledge of appropriate test scores, previous achievement records, and progress in current classes is essential. This information may be obtained through formalized evaluative testing means, informal observation of the pupil, and prior teacher and counselor evaluations.

2. Involvement of the pupil in setting purposes for learning activities

   Pupil and teacher must communicate in order to establish the reason for a particular learning activity. The pupil may not agree with the work structure but needs to understand and accept the necessity of the lesson under consideration. In some cases, the teacher may have to capitalize almost entirely on student interests to initiate learning activity.

3. Pupil-teacher involvement in the selection of sources of answers to questions

   The teacher will have a variety of reference materials and will make the pupil aware of the content of such materials. Teacher and pupil will discuss and decide which materials would be most

appropriate in answering the question. When instructional packages are used, the teacher may make decisions regarding alternate activities outlined in the package.

4. Engagement by pupil in activities which accomplish the purpose

The teacher finalizes and structures the learning activities within the class setting. This structuring of the class procedure will permit each pupil to engage in a variety of activities such as reading, listening, and talking into tape recorders. This may simply involve the selection of an appropriate instructional package or set of instructional packages for the individual student.

5. Pupil-teacher agreement on setting time limits realistic to the attention span of the pupil for accomplishing tasks

Teacher and pupil need to make the time schedule flexible and reasonable.

6. Frequent evaluations of pupil progress by teacher and pupil

Evaluation on a one-to-one basis will provide the pupil with the opportunity of gaining insight into his own strengths and weaknesses. These evaluative sessions will then permit the teacher and pupil to make necessary adjustments in the pupil's learning program.

THE ABOVE SIX-STEP PROCESS SHOULD BE REPEATED FREQUENTLY

C. RECOMMENDED INSTRUCTIONAL PACKAGE OR CONTRACT FORMAT

file, code number
date prepared

NAME OF SCHOOL

SUBJECT AND COURSE NUMBER

TITLE OF INSTRUCTIONAL PACKAGE

Purpose or Goal	Justify the content of this package in terms of the student's needs as he sees them or at least in language that he can understand if he doesn't accept the purpose for himself.
Instructions to Student	Explain what the student will do.
Part I	(Include sub-title and appropriate references where needed.) Provide alternate activities for students; include various media whenever possible,

and deliberately incorporate appropriate kinds of reading responses as explained in the bulletin, "Levels of Student Response for Reading Assignments" (Appendix I).

Parts II, III, IV, and V — Repeat format for part I. (anticipate that each will consume about one study period.)

At the end of Part V, include some challenging in-depth items for the more capable and motivated student.

Extra Credit — Suggest extra credit work which motivated and hard-working students may pursue. List with each suggestion the amount of credit available and indicate that the student should first confer with and get approval of the teacher to do the extra work. Extra credit could be homework for which the student gets a predetermined amount of credit, thus enabling him to catch up if he is behind for his age and grade.

D. OTHER FORMATS FOR INDIVUDUALIZED INSTRUCTIONAL PACKAGES (CONTRACTS)

The professional judgment of a responsible teacher regarding the nature of an appropriate and immediate learning activity for a single continuation student (divergent youth) is better than any generally prescribed or previously prepared unit, instructional package, contract, or study guide.

Logistics do not permit the teacher to design with the student a custom-made instructional package each time the student is ready to iniatiate a new module of learning activity. The instructional package format recommended on the previous page is a simple way to develop a bank of useable "contracts" before the student arrives on the scene.

Numerous other formats for individualized instruction have been designed. Most are more elaborate than those exhibited in this publication. A few are identified below:

IPI - Individually Prescribed Instruction

Prepared material available is limited primarily to mathematics and science. This is parallel to what is generally called programmed instruction. A number of publishing companies have various types of programmed instruction available in many subjects. IPI specifically has been developed at the University of Pittsburgh Research Development Center, Pittsburgh, Pennsylvania.

LAP - Learning Activity Packages

This includes a cluster of ideas, with a clear objective for the

package. It prescribes a variety of learning activities, use of multiple instructional media, a direction for the further study and an evaluation device. These packages tend to be fairly long in terms of student time at least in relation to the learning patterns of continuation students. This plan was developed by the Nova School in Fort Lauderdale, Florida.

ESBENSEC PAC

This is an instructional "contract" or student assignment sheet used in the public schools of Duluth, Minnesota. The focus of the module is a single clear objective instead of an idea-centered approach. This plan is probably close to what has been used in certain continuation schools in California for several years.

UNIPAC

This plan has been developed by funds provided by the Kettering Foundation. A central bank of UNIPACS for many subject areas is the goal. UNIPAC sets for a specific subject are available to any teacher who develops a UNIPAC for the specific subject and has it accepted by the UNIPAC organization. The UNIPAC incorporates an objective with a single idea, a diversity of methodology and media, together with an evaluation plan and a direction for further study. Unlike LAP, the UNIPAC is relatively short in length of time required for the student to complete. Information about UNIPAC can be obtained from the Director, Materials Center, /I/D/E/A, 730 N. Euclid Street, Suite 304, Anaheim, California 92801.

E. SUGGESTED GROUP ACTIVITIES

Although academic instruction in the continuation education class is based on the individualized approach, these students in particular need have the opportunity to learn the skills necessary for effective communication in group activities.

A teacher who is sensitive to the feeling of the class will recognize when a current event, a student problem or some item of common interest to the class could lead to a profitable classroom discussion.

The following is by no means an all inclusive list of situations in which students could participate in order to learn the give and take in class discussions:

1. Role playing of problem situations of concern to the group.

2. Classroom discussion related to current events.

3. Reading of plays into the tape recorder.

4. Using reaction stories.

5. Bringing in outside speakers.

6. Planning and carrying out projects, such as writing class newspapers and buying and selling stocks.

7. Watching films, television, and listening to radio.

8. Pupils helping each other in reading.

9. Participating on small committees and panel discussions.

10. Discussing school standards and/or student problems.

11. Individual oral reports. (hobbies, outside interests, etc.)

12. Capitalizing on spontaneous individual problems that prove to be of interest to the entire group.

13. Taking students on field trips with follow-up activities.

14. Group activities related to music and art.

15. Periodic class or group evaluation.

16. Student planning and participation in creating a stimulating and pleasant classroom environment.

17. Discussion periods relative to student council activities.

APPENDIX I

LEVELS OF STUDENT RESPONSE FOR READING ASSIGNMENTS

The following description of three levels of response for reading assignments is adapted to the continuation program from a bulletin from the Office of the Supervisors of English and Social Studies of the Long Beach Unified School District entitled, "Levels of Purposing in Reading."

Level III identifies with the highest level of the three processes and Level I represents the lowest. Keeping in mind that the continuation high school is primarily a counseling oriented institution, and the development of the individual student's self concept and personality is of prime importance as compared to instructional efficiency, we should expect that many continuation students will function at level I or II to ensure success. However, each teacher should keep in mind the difference between each of the levels and provide assignments or study guides which incorporate some of all three levels, or a more ambitious project would be to have different assignments in subject area content for each of the three levels. Each teacher then could deliberately give a student assignments or guides based on the teacher's assessment of the student's needs.

Level I

Level I is a very concrete and tangible response in which the student knows very clearly what is expected and when he has completed it satisfactorily. It should be very helpful working with the student who needs to feel the satisfaction of having completed his work and has the immediate need to experience success. This level would undoubtedly be the starting process for the student who has not seen anything but failure in school. (Questions re-word statements in the text, e.g.: Question: Who was the third President of the United States? Text: Thomas Jefferson was the third President of the United States.)

A. Convert statements in the text into questions, e.g.:

1. Who was . . . . . ?
2. When did . . . . . ?
3. Where was . . . . . ?
4. What did . . . . . ?
5. Why did . . . . . ?
6. How did . . . . . ?
7. How does the writer describe _____ (a person or a place)?

B. Ask pupils to follow a sequence of events or points, using the author's cues, such as: first, next, last, then, before, later.

C. 1. Rearrange the following events in chronological order.
2. List the arguments for . . . . . according to the order that the author assigns them.
3. List in order the steps you would follow to make _____.

D. Have pupils find referents of pronouns, e.g.:

1. Whom does the author refer to in the statement, "He was _____?"
2. What is the author referring to when he says, "It was an excellent _____?"

E. Ask pupils to identify the topic sentence.
Write the sentence that states the main idea of the paragraph.

Level II

Level II is for the student whose reading and motivation is not as limited and who can draw inferences from the reading material in which he studies. Guides designed to be primarily at Level I should have a question or two of Level II type in order to "stretch" the student and to enable the teacher to evaluate when the student's confidence and skills warrant moving him into a different kind of study.

A. Ask pupils to give all possible causes of behavior or of an event, reading data in text to support inferences. Questions involve

1. Why did _____ behave as he did?
2. What were the causes of (or reasons for) _____?
3. What influenced _____'s decision?
4. Why didn't _____ behave differently?

B. Ask pupils to characterize a person and support their generalizations.

1. What kind of person was _____?
2. What did people's behavior toward _____ reveal about him?
3. What did _____'s behavior reveal about him?
4. Was _____'s behavior in this situation consistent with his past behavior? Why?
5. In the event of _____ (situation), what would you expect _____'s behavior to be? Why?
6. If _____ happened, what would you expect _____ to do?
7. _____ had many good qualities. What were they?
8. How does _____ feel about the situation? How do you know?

C. Ask pupils to give the main idea.

1. In one sentence state what the paragraph (selection) is about.
2. Write a title for the paragraph (selection).
3. What is the main idea of the _____ paragraph? (selection?)

4. Why do you think the title of this selection is _____?
5. Of the statements below, which do you think best explains the meaning of the selection. Be prepared to defend your choice.

D. Ask pupils to infer setting.

1. Where does the event (or story) take place? How do you know?
2. When does the event (or story) take place? How do you know?
3. Why did the situation occur where it did instead of elsewhere?
4. Could the situation have occurred anywhere else? Why?
5. Would the protagonist have behaved differently if he had lived in _____ instead of where he did live?

E. Ask pupils to interpret lines.

1. The author says that "_____." How do the characters show this to be true?
2. What is meant by the statement "_____?"
3. What does the author mean when he says, "_____?"

Level III

The third level applies to students who are capable of relating the material to themselves, who can draw conclusions, and substantiate their reasons for arriving at these conclusions. These questions can be quite challenging and develop independent study habits with students who are capable of handling them. In the continuation setting these students would often be those who had problems in the other schools which are not related to achievement and competition.

A. Ask pupils to put themselves in a new setting.

1. If you had lived in the time and place of (event), which side of the issue would you have taken? Why?
2. How would your beliefs be different if you were living in _____'s environment?
3. If you could be transported by a time machine to the period of _____, what beliefs that you now have would be in conflict with the beliefs of those around you?

B. Ask pupils to look at themselves in relationship to the characters.

1. Of the individuals you have read about, which one has beliefs most like yours? Explain.
2. Which of the individuals would you like best as a friend (or co-worker)? Why?
3. Whom in the story would you be willing to change places with? Why?
4. If you had been in _____'s shoes, what would you have done? Why?

Levels of Student Response for Reading Assignments

C. Ask pupils to relate their lives to the theme or main idea (elaboration).

1. Have you ever seen anything like this happen? When?
2. Has anything like this ever happened to you? What did you do about it?
3. What did you learn from the selection that yuu can apply to your own life?
4. What ideas in the selection have stimulated your thinking? How?

APPENDIX II

SAMPLE INSTRUCTIONAL PACKAGES

Subject

A. INDIVIDUAL CONTRACT (a blank form) 31

B. AN ORIENTATION CONTRACT (Who Am I) 32

C. AMERICAN LITERATURE (Poetry) 35

D. ENGLISH (Television News Broadcasts) 36

E. GENERAL SCIENCE (Skin Care) 37

F. HOME ECONOMICS (Menu Planning) 38

G. INDUSTRIAL DRAWING (Scale Drawing) 40

H. SENIOR SOCIAL PROBLEMS (Drug Abuse and Society) 41

I. U.S. HISTORY (Discovery of a New World) 43

ACME HIGH SCHOOL

INDIVIDUAL CONTRACT
(To be developed jointly by teacher and student)

Students Name _____

Teachers Name _____

CONTRACT TITLE _____ SUBJECT _____

Date Assigned _____ For Classwork _____ For Homework _____

Teacher's Estimate of Credit to be Granted _____

****

Purpose _____

_____

_____

INSTRUCTIONS TO STUDENT: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(use back of this sheet if needed)

Orientation 15
1/12/68

Acme High School

An Orientation Contract

WHO AM I?

Purpose: Schools usually teach many things about the world, but rarely teach the student anything about himself. If anyone should know about the student it should be the student. Your school has records about you that can be of great help in helping you know more about yourself. We also have a faculty that can give you even more information about your strong and weak areas so that you will be better able to know in what direction you should go while in school and after you are finished with school.

This unit will give you some information about yourself which will help you, through self understanding, be better able to meet the various demands of life. Since much of the information is of a highly personal nature it is better that you keep it confidential. You may wish, however, to discuss your findings with your parents and teachers.

Instructions: There are five parts to this unit. Each one should take about one day to finish. The last assignment will ask you to summarize and take home with you the information you receive, so take good notes as you go along. Since it may be difficult for you to arrange the conferences and the testing when you are ready, this assignment may take longer than one week to complete. If you run into scheduling problems, arrange to have another contract to work on these days.

Part I - What do my school records say about me?

Make arrangements with your counselor to have him review with you your records. Ask him to:

A. Give you an estimate of your ability

B. Estimate your level of academic achievement

C. Review your overall academic pattern

D. Review and evaluate your elementary school record

E. Ask the counselor to summarize and give you suggestions for the future

Part II - What are my preferences for future job placement?

Make arrangements to take and score the Kuder Preference Test. Ask your counselor or teacher to interpret the results for you.

A. What does the Kuder Preference Test test?

B. What areas do you find most interesting?

C. What areas do you find least attractive?

D. Do you agree with the results of the test?

Part III - What kind of impression do I make with a person in a position of authority?

Make arrangements with the principal, vice principal, vocational counselor for a personal talk.

A. Be sure ge gets to know you during this session. Tell him something about yourself.

B. Ask him any questions you have about the school.

C. When you are just about finished ask him to tell you what kind of impression you made on him during this interview. You may feel a little embarrassed, but try to note the things he says.

Part IV - What about my personal adjustment?

Make arrangements with your counselor or school psychologist to take the Bell Adjustment Inventory or other similar test. This test will help you understand yourself in terms of home, social and personal adjustment and show you how you compare with students your own age.

Part IV - (Alternate)

If Part IV cannot be done for one reason or another, the following assignment can be substituted.

What can I say about myself?

Write or make a tape recording of some of the more meaningful experiences of your life. Include the following:

A. Give a description of yourself at age 6.

B. Describe how you looked and acted at age 12.

C. Describe the environment in which you grew up. Mention your family and neighborhood.

D. Put into words a description of your likes and dislikes as they stand right now. Feelings about things over the past year can be included.

Part V - How do I stack up?

Write a three paragraph account of who you are.

Paragraph one should include: A short account of your life thus far. Your early memories, family life and current state of affairs should be mentioned. Also include hobbies or sports you excell in and your philosophy of life.

Paragraph two should include: Current grade in school, ability level and approximate level of academic achievement in several subjects. Also list your strong and weak subjects and the type of school work you like best. Mention what this school can help you with if you like.

Paragraph three should include: What you are preparing for now and what you hope to do in the future. Describe what you would like to be and be doing ten years from now.

ACME HIGH SCHOOL
AMERICAN LITERATURE

Poetry

To complete this contract, complete the following assignments:

1. Listen to the recording "Poetry is Cool, Man" (#427). List the purposes of this assignment from what is said in the recording.

2. Read the following poem:

You're a Mother, Hubbard

by U.R. Gay

Old Mother Hubbard, went to the cupboard,
To get her poor dog a bone.
When she got there, the cupboard was bare,
So she kicked the dog in the head.

3. Answer by expressing your feelings about five of the following questions. For a higher grade, or extra credit, you may answer the other three.

   A. Who wrote the poem?

   B. Why did Mother Hubbard kick the dog?

   C. Find another poem by U.R. Gay and compare the poems.

   D. Do you feel Mother was cruel? Why?

   E. From what you learned from the recording, describe how this poem tells a story.

   F. Describe the rhyme scheme in "Hubbard."

   G. Write a brief biography giving what you think is the life story of U.R. Gay.

   H. Write additional verses to the above poem.

4. See your instructor for an individual assignment.

ENG-7-14
11/2/67

ACME HIGH SCHOOL
ENGLISH (Eng 7)

TELEVISION NEWS BROADCASTS

Introduction

In this modern world, television is probably the most important source of information and communication. Its use and coverage is so widespread, that we can see events as they happen everywhere in the world.

Everyday, events take place that affect our lives and futures. These events are summarized each day in the many television news broadcasts seen daily. It is important for us to know what is happening, to be aware of the news so that we may adjust and guide our lives and thinking accordingly.

Purpose

At the end of this contract, you should be able to write the meanings of the words and terminology associated with television news, identify the types of news broadcasts, differentiate between fact and opinion, list the important points covered in a news broadcast, compare and contrast news interpretation.

Instructions

Part I Listen to tape "How to Interpret News Broadcasts", and answer the three questions at the end of the tape.

Part II Read "T.V. News- How Your Future is Affected", in the Follet Series Communication, book 5, pages 18-24.

Part III Using the Harcourt High School Dictionary, look up the meaning of the following words. Break them down into syllables and use them in sentences.

media	opinion
coverage	news
editorial	network
fact	interpret

Part IV See your teacher and make arrangements to complete one or more of the following assignments:

1. Watch and write a report on a television news show and interpret the news.
2. Visit a television studio and watch a news show. (Bring folders and literature from the studio to the class.)
3. Write the script for a television news program.
4. With several classmates, put on a mock television news program.
5. Make an individual assignment of your design with approval of your teacher.

Part V Write a paper of from one half to two pages in length listing a set of rules or "code of ethics" which you feel should be adopted by T.V. news broadcasters and explain each.

ACME HIGH SCHOOL
General Science

SKIN CARE*

Purpose: To help you understand the causes of skin problems and to help you learn how to care for your skin properly.

Instructions: After you complete the daily assignment please work on one or more of the alternate exercises.

Part I Read pages 217-223 in Your Health and Safety.

Alternate A: From your reading make an outline on the topic "How to Take Care of Your Skin."

Alternate B: View the film Human Skin (612.7).

Part II Read pages 223-229 in the text Your Health and Safety.

Alternate A: Make a chart and list on it the names of the skin problems, their causes, and their possible cures.

Alternate B: Using your text Your Health and Safety, page 224, or other library books, draw a cross-section of the skin showing the skin pores and hair follicle. Clearly label each part.

Part III Look up and write the meaning of the following terms: Blackheads, Pimples, Acne, Boils, Carbuncles, Warts, Moles, Freckles, Ringworm, Athlete's Feet, Absecess, Impetigo, Scabies, Eczema.

Alternate A: View film Scrub Game (613). List the hints given in the film for good grooming.

Alternate B: Make a chart listing the vitamins and foods which are important to the body in maintaining healthy skin.

Part IV Read the pamphlet Acne (pimples), Health Services, Los Angeles City School District, (Form 33-40).

Alternate A: Make up a twenty-five question true and false test for the pamphlet.

Alternate B: View the film Cleanliness and Health.

*Adapted from the following: Long Beach Unified School District. SPECIAL GUIDANCE AND INDEPENDENT STUDY - AN OPPORTUNITY PROGRAM, Revised edition, Long Beach, 1968.

ACME HIGH SCHOOL
Home Economics 1

MENU PLANNING

Purpose: One of the finest compliments that can be paid to a hostess is that her excellent dinner seemed to be so effortless for her. Such a result shows thorough knowledge of how to plan an excellent meal, including foods that meet health needs, that look good, and taste good. Such a dinner also shows the ability to plan ahead in marketing and timing of the work to prepare the dinner. You can become such a hostess.

Part I Planning, Preparing, and Serving Dinner - Please read White, Roth, B., YOU AND YOUR FOODS, 2nd Ed. pp. 296-304. View film, "What's in Food?" (27 minutes).

Part II Plan menu for a week (plan one meal as shown in Part III below), make out your shopping lists, equipment needs, time sheets for meal preparation. Use the prepared form on the next page.

Part III Using this menu:

Spaghetti and meatballs	milk
Ceasar salad	butter
French rolls	iced tea

Prepare the spaghetti sauce and meatballs. (Use the recipe in your recipe box for spaghetti and meatballs.)

Part IV Finish preparation of the meal using your recipes for French rolls and Ceasar salad and other meal preparations.

Part V Evaluation of meal and kitchen clean up procedures. Use the evaluation plan suggested on pp. 303-304, YOUR AND YOUR FOODS.

Student's Name _____

Day _____ Meal _____

Menu:

GROCERY ORDER

FOOD	AMT	COST	FOOD	AMT	COST
Dairy Products (milk)			Breads, Cereals		
Meat, Fish, Eggs Poultry			Miscellaneous, extras, other foods		
Fruits & Vegetables					

SUB TOTAL____ SUB TOTAL____

Total Cost of Meal_____ Total cost per person_____

Equipment needed: _____

_____

_____

Time to eat_____ Time to clean up_____

ACME HIGH SCHOOL
Industrial Drawing I

SCALE DRAWING (#12)

Purpose: Obviously all items cannot be drawn to full scale, neither can extremely minute items be drawn to actual size. By drawing to scale we can accurately increase or decrease the size of an object. In this unit we will:

a. Become familiar with drawing to scale and study its relationship to the field of drafting.

b. Apply the basic principles of scale drawing to several objects in order to see their relationships to each other.

Part I Read and study the following references:

a. Drawing and Planning for Industrial Arts, pp. 61-65.
b. Drawing, Sketching and Blueprint Reading, pp. 70-73.
c. Mechanical Drawing, pp. 26-30.

Part II a. Using a 9 x 12 sheet of paper draw the six items illustrated in figure 9-3 on pp. 62-63 of Drawing and Planning for Industrial Arts.

b. On a 12 x 18 sheet of paper draw problem D-4, page 381 of Mechanical Drawing, front view only, to full size, half size, and double size.

Part III Describe three common samples of the use of scale drawings in your every day activities. (For example model kits are exact reproductions scaled to such sizes as 1/32, etc.)

Part IV View the filmstrip "Show Procedures" and list its ideas, which are helpful, as you do scale drawings.

ACME HIGH SCHOOL
SENIOR SOCIAL PROBLEMS

DRUG ABUSE AND SOCIETY (MARIJUANA)

Purpose: During the last few years our country has experienced a sharp increase in the use of dangerous drugs by young people. Books, magazines, and T.V. have all helped to describe the dangers of repeated use to the general public. The response of the public has been to view the whole thing with fear and alarm. As a result there has been much confusion over the good and bad aspects of using dangerous drugs.

The purpose of this contract is to separate the facts from the fiction about the use of drugs. Since it is difficult to get a clear picture from any one source you should get your material from a variety of sources. This contract is limited to the study of marijuana but other drugs can be studied for credit with the permission of your teacher.

Instructions: There are five assignments to complete in this contract. One extra assignment has been included for extra credit. Each assignment is designed to be completed in about one period. You should arrange with your teacher before you start, whether a written report or oral report is to be made.

Part I - What about marijuana?

A. What is it?
B. Where does it come from?
C. What is it used for?

Reference material: Read about it in:
Webster's New Collegiate Dictionary
Drug Abuse: A source book and guide for teachers, California Dept. of Education, 1967
No Secret - A compilation of Information on Narcotics and Dangerous Drugs, San Diego City Schools, 1967

Part II - What about the legal problem?

A. What does the law say about marijuana?
B. What is the penalty for conviction?
C. Do the laws work? Are they effective?
D. Should the laws be changed?

Reference material: Speak in person or over the telephone to a law enforcement officer, narcotics officer, or probation officer. (If someone else in class is doing this assignment, arrange to interview the same person together.

Read about it in: Drug abuse: A source book and guide for teachers, California Dept. of Education, 1967.

Part III - Medical - What are the harmful effects?

A. What do doctors say about it?
B. What bodily changes occur?
C. Is it actually harmful to the body? (Explain the position of several authorities.)

Reference material: Speak to your family doctor or school nurse. Telephone your local Public Health Clinic.
Read about it in: Drug abuse (listed on previous page)
"Pot safer than Alcohol," TIME, April 19, 1968.

Part IV - Social - What do people say about it?

A. Parents, teachers, teenagers
B. What are its good and bad effects?
C. What do users say about it?

Reference material: Speak to at least one parent, two teachers, and three or four teenagers.

Part V - What do films say about it?

A. View one film on marijuana. View the film with other students if possible.
B. What was the film trying to say? (two or three paragraphs)
C. Does it try to be factual, sensational, or try to scare the audience?
D. Do you think the film is successful?

Reference material: "Marijuana," Bailey Films, Hollywood Color, 28 minutes

Extra Credit: How can teachers better educate students concerning the problems of drug abuse?

A. Speak to a teacher to see what is already being done in this school district.
B. List various ways in which this subject can be taught more effectively.
C. List current practices which in your opinion should be discontinued.

ACME HIGH SCHOOL
U.S. History-S.S.5

Purpose: The purpose of reading this section is to acquire a knowledge of man's past. This contract explains the failures, the dreams, and the accomplishments of those peoples who explored and colonized our America.

Instructions: There are five (5) assignments listed below. Most can be finished in one class period. All of the five assignments have one or two alternate assignments. The student may choose to do an alternate, but he should discuss with the teacher and mark which alternate he will do.

Part I

A. Read pages 4-14 in Rise of the American Nation.
Answer questions 1, 3, and 4 on page 10.
Identify: Crusades, Spanish Armada, Francis Drake, Diaz, Aztecs, Pizarro, Coronado, and Cartier.

B. (Alternate) Listen to the tape recording for this package. It is a reading from a book by Bernal Diaz called "The Conquest of New Spain." Diaz was a foot soldier who fought with Cortez against the Aztecs. Briefly describe in your own words what sort of person you think Diaz must have been. (How does he feel about the human sacrifices he witnesses? What are his feelings towards Cortez? Toward the Aztecs he fights?) Imagine that you are an Aztec noble who must tell others what the bearded strangers look like. How would you describe the costume and appearance of the Spanish?

C. (Alternate) Read American Heritage's Book, "Age of Discovery." Write a 2 to 3 page summary of what you learned. This is a difficult but rewarding assignment which will take 2 or 3 days to complete.

Part II

A. Read pages 14-19 in the text. Answer questions 1, 2, 3, and 4 on page 19.
Identify: Elizabeth I, Sir Humphrey Gilbert, Raleigh, Richard Hakluyt.

B. (Alternate) Using tracing paper, do the map on page 13. Include the exploring routes of Coronado, de Soto, Cortez, de Leon, Cartier, and Cabot.

Part III

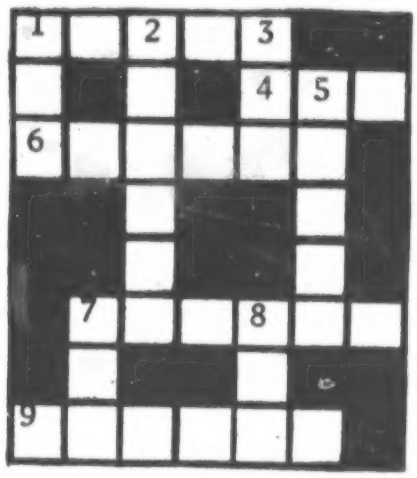
A. Read pages 19-23 in the text. Answer questions 1, 2, 3, and 4 on page 23.
Identify: Royal Colony, Charter, Parliament, John Smith, John Rolfe, Legislature.
List three (3) events which occurred in Jamestown in 1619. Which of these events became more important in American history? Why?

B. (Alternate) Imagine that you are a settler at Jamestown. How would you live? (Read the American Heritage book on "Jamestown.")

C. (Alternate) Copy the map on page 21. Include the Plymouth Co. Grant, London Co. Land, and area open to both companies. With dotted lines, show the location of the modern states of Virginia, New York and Massachusetts.

Part IV

A. Read pages 25-28. Answer questions 1, 2, and 3 on page 28.
Identify: Puritan Prostestant Reformation, Anglican Church, Pilgrims, indentured servant, Cromwell.
Complete the crossword puzzle based on chapter 1 in the text, pages 4-28.



ACROSS
1. English explorer
4. strange, unusual
6. Sir Raleigh's name
7. same as six
9. Great Spanish fleet

DOWN
1. Animal brought to New World
2. "Discovered" Pacific
3. Part of foot
5. English "seadog"
7. Fighting between Spain and England
8. Theodore; nickname

B. (Alternate) Using the library, do a two page report on one of the following: the Spanish Armada, Oliver Cromwell, Francis Drake, Henry VIII. Use the Encyclopedia Americana, Chronicles of America Series, or American Heritage.

Part V

A. See teacher for test over material covered or further assignments of some special topic.

B. (Alternate) View the filmstrip for Package I. (American History Film Encyclopedia). Filmstrip #1, A: "Explorers and Early Colonies." Make a two page report telling what you have viewed. Include important men and events shown in the film.

Extra Credit

Extra credit may be earned for this contract by doing work in one or more of the following areas: library book reading, assignment and brief written report, a report of reading in newspapers and magazines about countries of the world which are just now being first developed or civilized, or contract which the student and teacher agree.